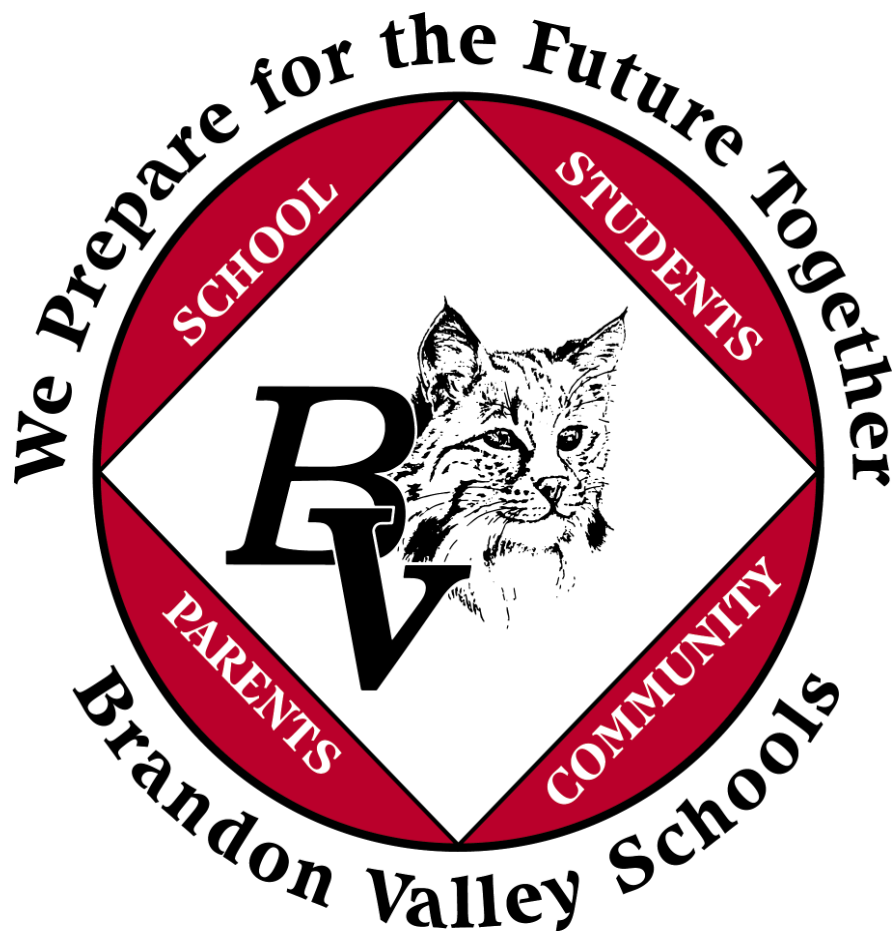


Gifted Education Programming Workgroup

Recommendation & Report



11/9/21

Table of Contents

Recommendation

Summary

Workgroup Overview

Meeting Materials

Recommendation

The consensus of the Gifted Education Workgroup is to provide Elementary and Intermediate School Gifted Education. Middle School Gifted Education shall be transitioned into an “Accelerated ELA” course offering.

Recommendation Notes:

This recommendation has staffing implications and an additional FTE will be necessary.

The “Accelerated” offerings may be expanded to other content areas in future years.

Logistics for the Elementary and Intermediate School Gifted Education Program will need to be determined and developed by the administration.

Summary

The Committee was made up of approximately 18 individuals representing parents, instructional staff, administration, and the Board of Education. The group established the importance of “Beginning With The End In Mind” by clearly outlining the objectives and necessary result of the committee work.

Objectives: Review Current Challenges, Evaluate Similar School Strategies, Develop Options, Utilize a SWOT Analysis in Evaluation of Options & Develop a Programmatic Recommendation

Committee Result: Develop programmatic recommendation for Elementary – Middle School Gifted Education.

The group reviewed the implications of the Covid-19 Pandemic and other programmatic related decisions that were necessary while creating the district’s Pandemic Response Plan.

The challenges the group was tasked with considering while developing a programmatic recommendation included:

Staffing: Challenges with Gifted Ed. certification and staff continuity have been on-going issues.

Time: Limited “time slot” availability within the Elementary, Intermediate, and Middle School academic day for the Gifted Education Teacher. Lost instructional time with transition to BVMS.

Schedule: Developing an acceptable schedule for students is a significant challenge. Pull-out programming around core subjects, encore classes, recess, and multiple buildings makes the creation of an acceptable schedule very difficult.

The group reviewed similar sized school district approaches to Gifted Education Programming. In addition, the committee members developed requests for additional information and the requested data / information was then provided once the research was conducted and information compiled.

Significant large group discussion was held on the requested information.

The committee utilized small group work to brainstorm potential programmatic options and a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis was then utilized to evaluate the options developed.

Each committee member had the opportunity to speak in support or opposition of all the presented program options. Significant discussion was held regarding the importance of having a program that provides for the social and emotional needs of Gifted Education students.

Following the evaluation of each potential option, each individual member of the group identified if the option was a feasible solution. Working through this consensus building process, the workgroup developed a final recommendation.

The consensus of the Gifted Education Workgroup and recommendation is to provide Elementary and Intermediate School Gifted Education. Middle School Gifted Education shall be transitioned into an “Accelerated ELA” course offering.

The workgroup does recognize this recommendation has staffing implications and requires an additional FTE. In addition, the workgroup acknowledges that “Accelerated” offerings may be expanded to other content areas in future years and any such programmatic changes would occur following additional review. Regarding the Elementary and Intermediate Gifted Education Programming, administration will be responsible for coordinating logistics due to the shift of Gifted Education out of the Middle School.

Workgroup Overview - Gifted Education

Objectives: Review Current Challenges, Evaluate Similar Sized School Strategies, Develop Options, Utilize a SWOT Analysis in Evaluation of Options, & Develop a Programmatic Recommendation.

Committee Result: Develop programmatic recommendation for Elementary – Middle School Gifted Education.

Meeting Schedule

- 9/21/21 – Committee Meeting @ 3:00 p.m. in the BVHS Community Room
- 10/5/21 – Committee Meeting @ 3:00 p.m. in the BVHS Community Room
- 10/19/21 – Committee Meeting @ 3:00 p.m. in the BVHS Community Room

General Overview of Process

Meeting #1

- Begin with the end in mind
- Review Current Challenges: Staffing, Scheduling, and Time
- Review Similar Sized District Strategies for Gifted Education
- Questions / Information the Group would like answered and gathered

Meeting #2

- Review of Current Challenges
- Review requested information / data
- Brainstorm Potential Options
- Homework - Think the Options through a SWOT Analysis

Meeting #3

- Review of Current Challenges
- Review Potential Options
- Discuss Potential Options through a SWOT Analysis
- Establish group consensus on a recommendation

Meeting Materials

9/21/21 – Agenda & Meeting Materials Enclosed

10/5/21 – Agenda & Meeting Materials Enclosed

10/19/21 – Agenda & Meeting Materials Enclosed



BRANDON VALLEY SCHOOL DISTRICT 49-2

Administration Center

300 South Splitrock Boulevard, Brandon, SD 57005-1652

Dr. Jarod M. Larson, Superintendent
Paul J. Lundberg, Business Manager
Ty Hentschel, Operations Manager

Gifted Education Programming Workgroup
Tuesday, September 21, 2021 @ 3:00 p.m.
Brandon Valley High School Community Room
Meeting #1 – Agenda / Notes

1. Welcome & Introductions
2. Begin With The End In Mind (Objectives & Committee Result)
3. Background: Covid-19 & Other Related Decisions
4. Process Overview
5. Current Challenges
6. Review BV Past Practice
7. Other School District Programming Information
8. What information / data would you like to ensure an informed decision is made?
9. Homework & Next Meeting
 - a. Brainstorm Potential Programming Options
 - b. Meeting #2 - 10/5/21 @ 3:00 p.m.

OTHER NOTES

Brandon Valley School District #49-2

Gifted Education Programming Workgroup

Meeting #1

Tuesday, September 21, 2021 @ 3:00 p.m.

BVHS Community Room

INTRODUCTIONS



Begin With The End In Mind

Objectives: Review Current Challenges, Evaluate Similar School Strategies, Develop Options, Utilize a SWOT Analysis in Evaluation of Options & Develop a Programmatic Recommendation

Committee Result: Develop programmatic recommendation for Elementary – Middle School Gifted Education.



Special Notes – Covid-19 & Related Decisions

- 2019-2020 School Year – Moved to Distance Learning in March. Limited number of students referred / tested for Gifted Ed.
- 2020-2021 School Year – Gifted education placed on pause. No students referred / tested for Gifted Ed.
- Spring 2021 – Decision to “schedule” new Gifted Ed teacher into middle school for additional ELA sections to support growth.
- Summer 2021 – Pandemic Response Planning. Gifted Ed. Remains on pause.
- 2021-2022 – Gifted Ed. teacher being utilized at BVMS for ELA.

Gifted Ed. Workgroup Process Overview

- Meeting #1 - 9/21/21 @ 3:00 p.m.
 - Process Overview
 - Review Challenges
 - Review Similar Sized District Strategies
 - Group Requested Information
- Meeting #2 - 10/5/21 @ 3:00 p.m.
 - Review Challenges
 - Review Group Requested Information
 - Brainstorm Potential Programming Options
 - Homework – Members apply SWOT Analysis to Options
- Meeting #3 - 10/19/21 @ 3:00 p.m.
 - Review Challenges
 - Review & Discuss Potential Options through SWOT Analysis
 - Establish group consensus on a recommendation

Current Gifted Education Program Challenges

- **Staffing:** Challenges with Gifted Ed. certification and staff continuity have been on-going issues.
- **Time:** Limited “time slot” availability within the elementary, intermediate, and middle school academic day for the Gifted Education teacher. Lost instructional time with transition to BVMS.
- **Schedule:** Developing an acceptable schedule for students is a significant challenge. Pull-out programming around core subjects, encore classes, recess, and multiple buildings makes the creation of an acceptable schedule very difficult.

Prior Gifted Education Programming At Brandon Valley

	Elementary School	Intermediate School	Middle School
Who:	3 rd and 4 th grade students	5 th and 6 th grade students	7 th and 8 th grade students
Staff:	Gifted Ed teacher	SMART Lab instructor transitioned to Gifted Ed teacher	Gifted Ed teacher
Where:	Middle school	Intermediate School transitioned to middle school	Middle School
When:	1 day per week (110 minutes)	Homeroom daily (30 minutes)	Replaced quarter encore classes

Similar Sized School District Strategies

School	Gifted Ed.	Comments / Additional Information
Aberdeen	No	No Gifted / Talented Program.
Brookings	4-8	Intermediate School is Grades 4 & 5. Gifted Ed is Encore Enrichment.
Harrisburg	2-12	Magnet building (One location). Transport to/from. Use shuttle busses. Challenge for transportation.
Huron	No	No Gifted / Talented Program. Emphasis on Differentiation.
Mitchell	Yes	3-5 Pull-out. MS Mass Customized Option.
Pierre	No	No Gifted / Talented Program.
Sturgis	K-6	Programming Challenges. Staffing Challenges.
Tea	No	No Elementary Gifted. MS Honors Courses
Watertown	K-6	Pull-out
Yankton	No	No Gifted / Talented Program.

Group Requested Information



Next Gifted Education Workgroup Meeting

- Homework – Brainstorm Potential Programming Options
- Meeting #2 - 10/5/21 @ 3:00 p.m.
 - Review Challenges
 - Review Group Requested Information
 - Brainstorm Potential Programming Options
 - Homework – Members apply SWOT Analysis to Options



BRANDON VALLEY SCHOOL DISTRICT 49-2

Administration Center

300 South Splitrock Boulevard, Brandon, SD 57005-1652

Dr. Jarod M. Larson, Superintendent
Paul J. Lundberg, Business Manager
Ty Hentschel, Operations Manager

Gifted Education Programming Workgroup
Tuesday, October 5, 2021 @ 3:00 p.m.
Brandon Valley High School Community Room
Meeting #2 – Agenda / Notes

1. Welcome & Introductions
2. Begin With The End In Mind (Objectives & Committee Result)
3. Process Overview
4. Current Challenges
5. Review / Discuss Group Requested Information
6. Small Group Work
 - a. Share the potential options you “brainstormed” at home?
 - b. Discuss the potential options you “brainstormed” at home?
 - c. Write down each of the potential options your group has.
 - d. Share with the large group the potential programming options.
7. Homework & Next Meeting
 - a. Process & Apply SWOT Analysis to Options
 - b. Meeting #3 - 10/19/21 @ 3:00 p.m.

OTHER NOTES

Gifted Education Workgroup Questions / Information Requests

Data Requests

1. Current Class Sizes of Gifted Ed classes per grade?

	BE	FAE	IE	RBE	VSE	BVIS	BVMS
3 rd	0	0	0	0	0	N/A	N/A
4 th	0	0	0	0	0	N/A	N/A
5 th	N/A	N/A	N/A	N/A	N/A	25-40	N/A
6 th	N/A	N/A	N/A	N/A	N/A	25-40	N/A
7 th	N/A	N/A	N/A	N/A	N/A	N/A	20
8 th	N/A	N/A	N/A	N/A	N/A	N/A	31

Historical BVIS Gifted Education Numbers

School Year	Number of Students In Grade 5	Number of Students In Grade 6
2015-2016	34	43
2016-2017	39	35
2017-2018	36	40
2018-2019	33	38
2019-2020	26	35

Staffing

2. Number of qualified / certified Gifted Ed Teachers in SD?

Unknown – Data Request made to SD DOE.

3. Can you become Certified with a Praxis Test?

Elementary Gifted Endorsement may be added with required Preparation & Pedagogy Requirement and a Praxis Test (5358), or Gifted Ed Major, or Required Coursework.

4. What denotes a “certified” Gifted Instructor?

Designation on the individual South Dakota Teacher’s Certificate (Preparation or Endorsement)

5. Would the school be willing to offer teachers compensation to become Gifted Ed Certified?

Not likely. There are a wide number of “hard to fill positions” within the district (i.e. Special Education, Chemistry, Foreign Language)

6. Is one Gifted Ed Staff member enough to service the program during the school day?

Yes, if complaints around scheduling (Core Subjects, Encore, Recess, Etc..) are not considered and the individual is not scheduled for additional sections of BVMS ELA.

Programming

7. What is the Philosophy of the Gifted Education Program?

The belief that gifted and talented students and those with high abilities need to be challenged in regular classroom settings and in enrichment and accelerated programs to enable them to make continuous progress in school.

8. What is purpose / goal for the Gifted Education Program?

Some learners have academic skills, cognitive abilities, leadership abilities and creative talents that differ in degree and dimension from their chronological age peers. The purpose of the gifted education program is to identify gifted learners in order to provide services to meet those unique academic, social, and emotional needs.

9. Gifted Standards for the state – What are they?

South Dakota does not have gifted standards. The former gifted teacher developed curriculum aligned to the NAGC (National Association for Gifted Children) PreK-12 2019 programming standards.

10. What Assessment is currently used to qualify for 3rd and 4th grade Gifted?

Once a child has been referred by a teacher to the Gifted Education Teacher, the Gifted Education teacher will gather school data and schedule an OLSAT-8 exam. The online Otis-Lennon School Ability Test (OLSAT) is a test of abstract thinking and reasoning ability of children Grades 3-12. The OLSAT Online is a multiple-choice test, taken on a computer. It measures verbal, quantitative, and spatial reasoning ability. The test yields verbal and nonverbal scores, from which a total score is derived, called the School Ability Index (SAI). It is useful for identifying gifted children and a child's processing strengths and weaknesses. The test can be administered in groups.

11. What is our current curriculum for each teacher / grade (required or teacher created)?

All gifted curriculum in our district is teacher created.

12. What scope and sequence was being used for elementary Gifted Education for the 19-20 school year?

3rd Grade and 4th Grade: Students who qualify, met at the Middle School for a pullout enrichment program designed to offer academic opportunities and education services. Core subjects such as math, science, language arts, reading and social studies were integrated and enhanced using projects and technology. For example, LEGO education projects focus on principles of Simple Machines.

13. Can a program specific to Gifted be purchased to ensure instruction / curriculum is connected year to year?

Not that we are aware of, but additional inquiries can be made.

14. What are the options other than in-person Gifted?

None that I am aware of. If there were an option for online gifted education programming, it may meet the academic needs of gifted learners but would not likely meet their social and emotional needs.

15. What are the options beyond the regular school day?

Elementary - An after-school option for students would be feasible. Parents would have to be willing to pick their child up.

BVIS - We currently provide a STEM Club once/week for students who are interested (grades 5&6) students are presented a STEM challenge that they have to work through with a partner, lasts 1 quarter and resets each quarter. I do think we could be creative to provide some sort of after school option for students to be challenged in the area of gifted and provide these individuals with the opportunity to continue to build are their strong skill set.

BVMS - Potentially as an after-school club but finding an advisor will be a challenge and it will compete with other afterschool activities.

The student achievement portion of our strategic plan includes a K-4 STEM initiative. The district currently employs a STEM/Technology Integrationist who helps teachers infuse STEM into our curriculum within the school day. We could possibly offer an elementary STEM enrichment option after school. BVIS currently has a STEM club that meets after school.

Operations

16. What is the operational feedback from Transportation for Gifted Education?

Due to staffing availability, mid-day transportation is a challenge. After-school transportation of a Gifted Education Program is not operationally feasible, due to regular routes, staffing shortages, and equipment availability.

17. Could Gifted Ed start in 5th grade to eliminate Transportation / Operational issues?

Altering the grade levels that are offered Gifted Ed. Program is an option.

18. To eliminate transportation issues, would zoom or remote learning work?

Possibly, but such an approach would not likely meet their social and emotional needs. Utilizing Zoom in the building, would also require staff member supervision.

Other

19. Are there requests for Gifted Ed. Programming in the grades that have been on pause?

Elementary - There have been a total of four families that have inquired about Gifted Education Programming.

BVIS - There have been 5 families I have communicated about Gifted Education to this school year, inquiring if it will start back up. No conversations have been had in regards to "can my student be tested for gifted education"?

BVMS – Not applicable as they have operated Gifted Ed.

20. 8th grade daughter says her Gifted Ed group has doubled in size from 7th to 8th (What is the Cause: New kids, combined sections, other??)

Historically, BVMS has offered two sections of 7th and one section of 8th for a variety of reasons. One reason was the amount of time available with our Gifted teacher versus when she was testing and with other grade levels. A second reason was that many students drop Gifted to explore other Encores after 7th grade, making it

a difficult number to support two sections, though admittedly, one larger section. Using this year's numbers, we would have had two classes of about 15.

21. Have we looked into "Honors Programming" at the Middle School?

Yes. We have looked into both Honors as well as Accelerated programming in surrounding schools. I have been a part of Accelerated Middle School teaching staff (PHMS). Research does not support tracking and I don't believe a complete Honors track/program will benefit students. With the overwhelming response to HS Honors classes, 8th grade, if not both 7th and 8th, could find success with an Accelerated program.

22. If we are differentiating instruction, is there a strong need for Gifted Ed, or can we offer different courses instead?

"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction." -Carol Ann Tomlinson Differentiated instruction is the purposeful and continuous modification of assessment, instruction, and curriculum, based on the teachers' ongoing assessment of the students' level of readiness, interests, learning profiles and learning environments in order to ensure academic growth for all students.

Elementary - We do differentiate our instruction for all students. The benefit I see from the Gifted Ed. program has more to do with the social skills and gifted students building relationships with other students that think the same, but that could be accomplished in an after-school club of some sort.

Elementary - Offering different courses for students would be a challenge for the elementary teachers. They would find it hard to find time to work with the student(s) during the day. They basically are booked for the entire day.

BVIS - We challenge our students in all classes to be able to utilize the skills to produce high quality work/outcomes. We do provide our SMART Lab to 6th grade students for a semester which allows all students to have the opportunity to be immersed in the 5 Cs and STEM areas. Again, allows them to be challenged at their levels but pushes them to different levels at the same time.

BVMS - The Brandon Valley School District has done an incredible job of cultivating a tradition of excellence. There doesn't seem to be as strong of a need for Gifted Ed, but we can always improve at differentiating and continuing to meet students where they are at (high or low). Staff would benefit from PD on differentiating instruction with modeling, resources, and materials.

23. Could Gifted Ed be offered before or after school to eliminate academic schedule / available time challenges?

Yes – The Gifted Ed. Programming schedule may be offered before or after school. Extra duty compensation would be necessary for such an approach, if school district sponsored.

24. Would parents be open to after school programming in Grades 3-6?

Answer unknown.

25. How much time per kid/week is the District willing to give?

As outlined in the approach prior to the pause, the district is willing to give 110 minutes per week at the elementary level, during homeroom at BVIS, and as an encore at BVMS. The issue becomes "when" the time occurs and the schedule conflicting with other items.

26. When envisioning who we want to be as a district – Do we want to be the best out there or like others?

Our business is the creation of learning environments that result in success. While creating those learning environments, we strive to operate in an effective and efficient manner. In the current state of “school rankings” a school or district is ultimately “graded” on the ability to produce proficient students in ELA / Math.

27. Is a “magnet school / classroom” a feasible option?

All options are able to be considered by the workgroup.

Brandon Valley School District #49-2

Gifted Education Programming Workgroup

Meeting #2

Tuesday, October 5, 2021 @ 3:00 p.m.

BVHS Community Room

Begin With The End In Mind

Objectives: Review Current Challenges, Evaluate Similar School Strategies, Develop Options, Utilize a SWOT Analysis in Evaluation of Options & Develop a Programmatic Recommendation

Committee Result: Develop programmatic recommendation for Elementary – Middle School Gifted Education.



Gifted Ed. Workgroup Process Overview

- Meeting #1 - 9/21/21 @ 3:00 p.m.
 - Process Overview
 - Review Challenges
 - Review Similar Sized District Strategies
 - Group Requested Information
- Meeting #2 - 10/5/21 @ 3:00 p.m.
 - Review Challenges
 - Review Group Requested Information
 - Brainstorm Potential Programming Options
 - Homework – Members apply SWOT Analysis to Options
- Meeting #3 - 10/19/21 @ 3:00 p.m.
 - Review Challenges
 - Review & Discuss Potential Options through SWOT Analysis
 - Establish group consensus on a recommendation

Current Gifted Education Program Challenges

- **Staffing:** Challenges with Gifted Ed. certification and staff continuity have been on-going issues.
- **Time:** Limited “time slot” availability within the elementary, intermediate, and middle school academic day for the Gifted Education teacher. Lost instructional time with transition to BVMS.
- **Schedule:** Developing an acceptable schedule for students is a significant challenge. Pull-out programming around core subjects, encore classes, recess, and multiple buildings makes the creation of an acceptable schedule very difficult.

Group Requested Information



Small Group – Work (Groups of 2 or 3)

Gifted Education - Programming Options

- Share the potential options you “brainstormed” at home?
- Discuss the potential options you “brainstormed” at home?
- Write down each of the potential options your group has.
- Share with the large group the potential programming options.

Gifted Education - Potential Programming Options



Reduce
Offerings



Other
Approaches



Increase
Offerings



Next Gifted Education Workgroup Meeting

- Homework – Members apply SWOT Analysis to Options
- Meeting #3 - 10/19/21 @ 3:00 p.m.
 - Review Challenges
 - Review & Discuss Potential Options through SWOT Analysis
 - Establish group consensus on a recommendation



BRANDON VALLEY SCHOOL DISTRICT 49-2

Administration Center

300 South Splitrock Boulevard, Brandon, SD 57005-1652

Dr. Jarod M. Larson, Superintendent
Paul J. Lundberg, Business Manager
Ty Hentschel, Operations Manager

Gifted Education Programming Workgroup
Tuesday, October 19, 2021 @ 3:00 p.m.
Brandon Valley High School Community Room
Meeting #3 – Agenda / Notes

1. Welcome
2. Begin With The End In Mind (Objectives & Committee Result)
3. Process Overview
4. Current Challenges
5. Pair / Share - Large Group SWOT Discussion & Consensus Development
 - a. SWOT Analysis
 - b. Options (Middle School – Intermediate School – Elementary School)
6. Final Group Consensus
 - a. Middle School:
 - b. Intermediate School:
 - c. Elementary School:
7. Thank You – Final Report Process

OTHER NOTES

Brandon Valley School District #49-2

Gifted Education Programming Workgroup

Meeting #3

Tuesday, October 19, 2021 @ 3:00 p.m.

BVHS Community Room

**There are risks and costs
to action...**



**But they are far less
than the long range
risks of comfortable
inaction.**

-John F. Kennedy

Begin With The End In Mind

Objectives: Review Current Challenges, Evaluate Similar School Strategies, Develop Options, Utilize a SWOT Analysis in Evaluation of Options & Develop a Programmatic Recommendation

Committee Result: Develop programmatic recommendation for Elementary – Middle School Gifted Education.



Gifted Ed. Workgroup Process Overview

- Meeting #1 - 9/21/21 @ 3:00 p.m.
 - Process Overview
 - Review Challenges
 - Review Similar Sized District Strategies
 - Group Requested Information
- Meeting #2 - 10/5/21 @ 3:00 p.m.
 - Review Challenges
 - Review Group Requested Information
 - Brainstorm Potential Programming Options
 - Homework – Members apply SWOT Analysis to Options
- Meeting #3 - 10/19/21 @ 3:00 p.m.
 - Review Challenges
 - Review & Discuss Potential Options through SWOT Analysis
 - Establish group consensus on a recommendation

Current Gifted Education Program Challenges

- **Staffing:** Challenges with Gifted Ed. certification and staff continuity have been on-going issues.
- **Time:** Limited “time slot” availability within the elementary, intermediate, and middle school academic day for the Gifted Education teacher. Lost instructional time with transition to BVMS.
- **Schedule:** Developing an acceptable schedule for students is a significant challenge. Pull-out programming around core subjects, encore classes, recess, and multiple buildings makes the creation of an acceptable schedule very difficult.

Pair Share – Work (Groups of 2)

SWOT ANALYSIS

Gifted Education Programming Options Middle School – Intermediate School – Elementary

- Write down your SWOT ANALYSIS.
- Share your SWOT ANALYSIS within your Pair.
- Discuss which Option(s) you support and why.
- Prepare to individually share with the Large Group.

Middle School Options (Alphabetical Order)

- Accelerated Course Programming Strategy
- After School Gifted Enrichment Programming Strategy
- Lunch Bunch Programming Strategy
- Other Gifted Programming Strategy
- Past Practice (Encore Replacement) Strategy

Intermediate School Options (Alphabetical Order)

- After School Gifted Enrichment Programming Strategy
- Lunch Bunch Programming Strategy
- Other Gifted Programming Strategy
- Past Practice Programming Strategy
- School within a School Programming Strategy
- Start in Grade 5 Programming Strategy

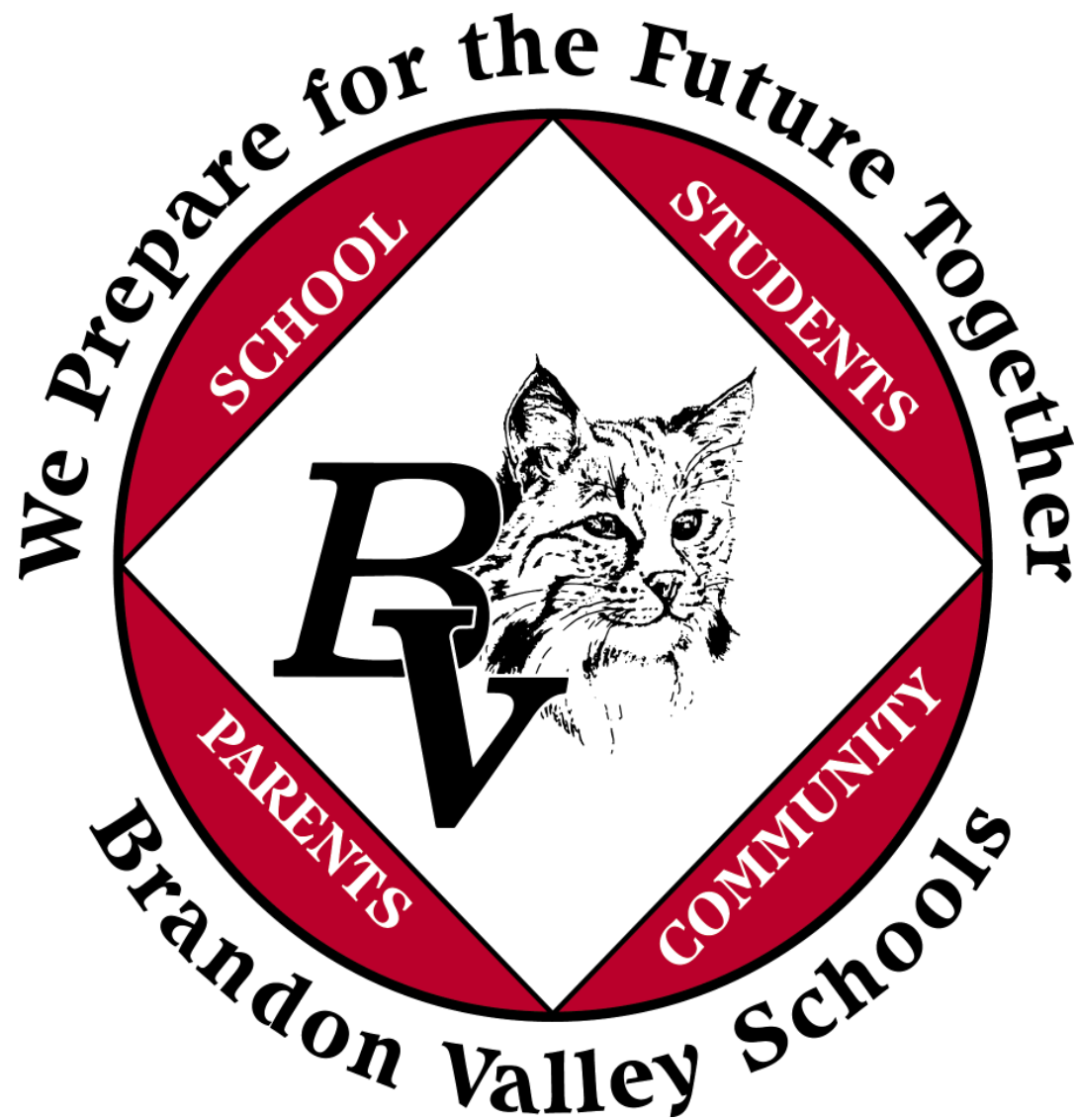
Elementary Options (Alphabetical Order)

- After School Gifted Enrichment Programming Strategy
- ELA (W2R) Enrichment with Gifted Ed Teacher Strategy
- Lunch Bunch Programming Strategy
- Other Gifted Programming Strategy
- Past Practice (Encore Replacement) Strategy
- Start in Grade 5 Programming Strategy
- Two Locations Programming Strategy

Group Consensus & Necessary Actions

- Middle School:
- Intermediate School:
- Elementary School:

Necessary Actions



- Final Report
- Thank You!!